

TEACHER OBSERVATION 2014-2015

Teacher: Valerie Camargo

Observer: Akenese Iosefo

Date: 11/17/2014

TIME: 10:40am -11:40 am

DOMAIN I - Facilitating Student Learning	Teacher Observation Notes	Rating 1-5
<p><b>1. Learning Goals</b> Teacher explicitly communicates aligned and logically sequenced learning goals. Students use goals to reach high expectations for continued growth and learning.</p>	<p>10 minutes-Warm-up activity-students on the computer-blog site for creative writing-complete student-entry for today. Students work individually and in pairs. (address conversation that is not related to the lesson) 10:45 am-back to the table-whole group discussion T. Do you want to tell your part of the story?</p>	3
<p><b>2. Rigor</b> Teacher shares extensive conceptual understanding with students, employs research-based subject-specific instructional strategies, teaches conceptual knowledge in sufficient depth, prioritizes and links this knowledge with other important concepts.</p>		
<p><b>3. Differentiation</b> Teacher displays an understanding of each student's identified learning needs and alters instructional methods, strategies and learning activities to meet individual needs of students but does not alter standards.</p>	<p>Whole Group-introduce warm-up- On the computer-blog site Back to the table-whole group-discuss warm-up  T. Introduces the main objective: need clarity and concise.  PHRASES-WHAT IS A PHRASE? 11:35 - in stations - silent reading group- rti group reviews a previous test.</p>	4
<p><b>4. Hands-On Learning</b> Teacher engages the students through activities that support the learning goals, utilize manipulatives, are challenging, and elicit a variety of thinking.</p>	<p>25 minutes- after mini-lesson students work in groups to complete example posters. (80% students engaged in activity. address two students who are not participating.)</p>	3
<p><b>5. Comprehensive Input</b> Teacher provides comprehensible input for all learners using effective communication with multi-sensory contextual</p>	<p>Assign group members-T. You have 10 minutes Identify phrases/clauses -preposition - infinitive- gerund/participial-m What is it? Teacher communicates the instructions verbally-moved around to assist students while engaging. (T. addressed out of context conversation)</p>	4

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eliminates downtime with a structured lesson, a sense of urgency, and efficient use of time.	On You Tube-view a demonstration or a presentation on what independent/dependent Clauses are. (T. made connection to reading and writing concepts.)	3
<b>7. Formative Assessment</b> Teacher assesses student progress and provides high quality feedback, that prompts student thinking and provides opportunities for students to improve based on that feedback during each class.	Each Group select a speaker to present their assignments. Define-and give examples. Whole Group Quiz-T. randomly called on students.	3
<b>8. Check for Understanding</b> Teachers' questions are varied and high quality providing a balanced mix of question difficulty. Teacher involves the whole class in asking and answering questions, both individually and as a group. Teacher checks for understanding before continuing to the next topic.	Assign students in group-each group to look up definition and write examples on a poster-T. moved around and communicate to clarify further the instructions in completing the assignment. Whole Group view a lesson on YouTube that rephrase and repeat the definition and present direct examples to the phrases and clauses discussed in group session.	4
<b>9. Student Engagement</b> Teacher creates learning experiences that intrinsically motivate student learning and reinforce and reward effort in a way that motivates students to further learning.	Teacher created and maintained strategies to motivate engagement. Students moved from whole group-individual/small group when practicing skills introduced in the lesson. (T. must make connection to the grammar skills discussed to the whole concept of reading comprehension and writing)	3
<b>10. Cooperative Learning</b> Teacher groups students appropriate for each lesson objective in order to maximize student learning.	Evident -class norm-one of the structured routine	4
<b>11. Student HOTS</b> Teacher creates learning environments that require students to incrementally use "Blooms" Taxonomy and meta-cognitive strategies.	(T. plan to make connection and challenge students to compose an essay to apply writing complex sentences in forms of using phrases and clauses to integrate or incorporate opportunities for students to elaborate on content.	4
<b>12. Active learning</b> Teacher implements activities that teach and reinforce a variety of problem solving strategies.	Students engagement during the first 30 minutes of instructions-70% participation-There were out of context conversation. In groups - 2 out of each group of 3 showed full participation and have understanding of what has been discussed.	4

Ahenei Joy.  
2/6/2015

# Academy of Careers and Technologies Charter High School

## Teacher Appraisal

School Year: 2014-2015

Year: 1  2  3  4  Career Status

Name: Valerie Camargo Position/Subject Area: Instructor/ELA School: ACT  
 Observer: Akenese Iosefo Position/Subject Area: Principal School: ACT

**A.**

<b>ACT Teaching Standards:</b>	<b>Classroom Effectiveness Indicators</b>	<b>Indicator(s) to be addressed:</b>
<ol style="list-style-type: none"> <li>1. Lesson plans are aligned with TEKS.</li> <li>2. Knowledgeable of content.</li> <li>3. Establishes a respectful environment for a diverse population of students.</li> <li>4. Teaching strategies support CIP goals.</li> </ol>	<ol style="list-style-type: none"> <li>1. Learning Goals</li> <li>2. Rigor</li> <li>3. Differentiation</li> <li>4. Hands-On Learning</li> <li>5. Comprehensive Input</li> <li>6. Time Management</li> <li>7. Formative Assessment</li> <li>8. Checking for Understanding</li> <li>9. Student Engagement</li> <li>10. Cooperative Learning</li> <li>11. Student H.O.T.S.</li> <li>12. Active Learning</li> </ol>	<p>Rigor: Teacher shares extensive conceptual understanding, employs research-based subject-specific instructional strategies to increase student conceptual understanding, and prioritizes conceptual knowledge and links it to other important concepts.</p>

**B.**

<b>Goals for Professional Standards and/or Indicator(s)</b>	<b>Activities/Actions</b>	<b>Expected Outcomes and Evidence of Completion</b>	<b>Resources Needed</b>	<b>Timeline</b>
<p><b>Goal 1:</b> Teacher will build on rigor that is student-centered at least 50% of the 90 minutes block.</p> <p><b>Goal 2:</b> Teacher will format lesson to build content knowledge.</p>	<p style="text-align: center;"><i>Build Content Knowledge</i></p> <ul style="list-style-type: none"> <li>• Vocabulary Development</li> <li>• Guided Practice</li> <li>• Real Life Connection</li> <li>• Assessment</li> <li>• Closing</li> </ul>	<p style="text-align: center;"><i>Vocabulary Wall</i></p> <p style="text-align: center;"><i>-Student Portfolios</i></p> <p style="text-align: center;"><i>-Research Paper (LMA Format)</i></p> <p style="text-align: center;"><i>-Notebooks</i></p>	<p style="text-align: center;"><i>Weekly lesson plans prepared with activities that aligned with objectives.</i></p> <p style="text-align: center;"><i>Textbooks</i></p> <p style="text-align: center;"><i>Technology</i></p> <p style="text-align: center;"><i>Notebooks</i></p>	<p>Growth required to build rigorous in the classroom is a process. Walkthroughs will provide input that will continue to assist your performance. Weekly PLC focused on embedded professional development that will provide immediate feedback while we continue to research on best practices and research-based methods. Your final evaluation of the school year and student achievement will rate the growth you achieved.</p>

Teacher's Signature: [Signature] Date: 2/10/2015

Mentor's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Administrator's Signature: [Signature] Date: 2/16/2015